

Strategic



Planning

Training Guide



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Strategic Planning Training Guide

Introduction

Training Guide

This Strategic Planning Training Guide provides information on training opportunities for strategic planners in DLA. This information may also be useful to employees in DLA who perform adjunct or support functions to DLA strategic planning.

Purpose of the Training Guide

The purpose of this Training Guide is to give members of the DLA planning community and their supervisors the information they need to help plan career development activities for DLA employees who perform strategic planning functions. In order to better understand the role and competencies of these DLA planners, we are providing the following overview of the value and purpose of planning in DLA.

Value of Planning

<i>In the long run, men hit only what they aim at. Therefore, though they should fail immediately, they had better aim at something high. (Henry David Thoreau, Walden)</i>

How the Training Guide was developed

Beginning in 2001, DLA started the process of establishing a planning community. Recently, a team was established to develop a reference guide to assist members of the planning community in acquiring or maintaining the skills necessary to perform tasks related to strategic planning in DLA. The team included experts from HQ DLA and DLA Field Activities who had knowledge of the requirements and sources for strategic planning training. Over the course of 4 months the team used a systematic process to outline strategic planning tasks and identify training resources. The culmination of this effort is a DLA Strategic Planning Training Guide.

Defining strategic planning

Strategic planning has been defined as a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it. At its best, strategic planning requires broad-scale information gathering, an exploration of alternatives, and an emphasis on the future implications of present decisions. It can facilitate communication and participation, accommodate divergent interests and values, and foster orderly decision-making and successful implementation.—From John M. Byson, Strategic Planning for Public and Nonprofit Organizations, 1988.

Introduction, Continued

Strategic planning

Planning—A Focus on the Future

In today's competitive environment, a focus on the future requires understanding the short-and longer-term factors that affect your business and marketplace. (Malcolm Baldrige Quality Award Criteria for 2003, NIST)

Strategic planning serves a variety of purposes in an organization. These include:

- Clearly defining the purpose of the organization and establishing realistic goals and objectives consistent with that mission in a defined time frame within the organization's capacity for implementation
- Communicating those goals and objectives to the organization's constituents
- Developing a sense of ownership of the plan
- Ensuring the most effective use is made of the organization's resources by focusing the resources on the key priorities
- Providing a base from which progress can be measured and establishing a mechanism for informed change when needed
- Bringing together everyone's best and most reasoned efforts that have important value in building a consensus about where an organization is going
- Providing clearer focus of the organization, producing more efficiency and effectiveness
- Bridging the staff and board of directors
- Building strong teams in the board and the staff
- Providing the glue that keeps the board together

—Adapted from Carter McNamara, Free Management Library located at <http://www.mapnp.org/library>.

Introduction, Continued

Essential management tools

Strategic planning and program evaluations are essential management tools in executing public functions.

Under the Government Performance and Results Act (GPRA) of 1993, every major federal agency must now ask itself some basic questions: What is our mission? What are our goals and how will we achieve them? How can we measure our performance? How will we use that information to make improvements? GPRA forces a shift in the focus of federal agencies—away from such traditional concerns as staffing and activity levels and toward a single overriding issue: results. The Act requires agencies to set goals, measure performance, and report on their accomplishments. There is no more important element in result-oriented management than an agency's strategic planning effort. This effort is the starting point and foundation for defining what the agency seeks to accomplish, identifying the strategies it will use to achieve desired result, and then determining how well it succeeds in reaching results-oriented goals and achieving objectives. Developing a strategic plan can help clarify organizational priorities and unify the agency's staff in the pursuit of shared goals.—GAO/GGD-10.1.16, Congressional Review of Agency Strategic Plans, 1997.

Value of strategic planning

The value of strategic planning is derived from the decisions organizations make.

Strategic decisions for organizations include issues on markets, customers, products or services, processes, organization, investments, workforce, and infrastructure. Revenue and increased stakeholder value resulting from a decision to develop a new product can be attributed to the formal planning process that produced the decision. For example, an IBM case study of Whirlpool Corporation decision to invest in a business-to-business order fulfillment portal stated the production of a 100 percent ROI in 8 months and overall order processing savings in excess of 80 percent. A \$10.5 billion corporation, Whirlpool has its home base in Benton Harbor, Michigan. Competing in a \$70 billion global industry for major home appliances, the 61,000-employee company considers its distributors and partners to be critical players in its continual quest to maintain industry leadership. This being the case, it is in Whirlpool's best interests to operate with utmost efficiency while providing top-notch service to members of its selling chain. Until recently, providing outstanding service was no problem. But Whirlpool's other processing methods; particularly for its middle-tier trade partners—which comprise 25 percent of its total partner base—were inefficient and costly in time and money. These are the sellers who generate 10 percent of the company's revenue, but aren't large enough to have dedicated, system-to-system connections with Whirlpool—so they typically submitted orders by phone or fax. Wanting to infuse greater efficiency into this process, Whirlpool turned to e-business, developing a business-to-business (B2B) trading partner portal that enables these sellers to order online. (<http://www-3.ibm.com/software/success/cssdb.nsf/CS/NAVO-4LA4K8?OpenDocument&Site=wssoftware>)

Introduction, Continued

Strategic planning in DLA

<i>Strategic planning in DLA is one component of the Agency Strategic Management System.</i>
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DLA's Strategic Management System (SMS) process is managed, monitored, and coordinated by the DLA Corporate Planning (DSS-P) office. DLA has institutionalized a four-level approach to planning to formalize, align, and integrate a planning and performance measurement process. DLA's Strategic Plan is the top level, focusing on long-term outcomes. The DLA Enterprise Balanced Scorecard (BSC) is the second level, with an emphasis on identifying the strategies necessary to transform the agency in the mid-term. The Enterprise Business Plan (EBP) is the third level, highlighting the investments and actions necessary to execute our strategies and realize our objectives and the benefits of specific actions in the near term. The fourth level is performance measurement, analysis, and reporting. This level includes review and analysis (R&A) of the Strategic Plan, BSC, and EBP. The DLA One Book process chapter covering the SMS is available at <https://today.dla.mil/onebook/process/64.htm>.

A recent General Accounting Office report found that DLA's Strategic Management System's business plan specifically addresses mitigating critical spare parts shortages that adversely affect readiness. The strategic logistics planning process, currently being implemented, is DLA's framework for logistics transformation, strategic measurement, and performance management. Three of its components—a strategic plan, balanced scorecard, and a business plan—incorporate GPRA attributes, address spare parts shortages, and act to improve overall logistics systems and business processes, all of which could improve overall supply support to DoD customers. <http://www.gao.gov/cgi-bin/getrpt?GAO-03-709>

Who Will Benefit from this Training Guide

Introduction

This Training Guide will be useful to all DLA employees who are involved in or supervise employees performing strategic planning and related functions. This Training Guide provides training information on the following DLA employees:

- HQ corporate planning employees
- HQ functional planners
- Field activity planners
- Journeyman planners
- New planners

The Training Guide provides the following career information for each of the above positions:

- Common competencies required by each of the above positions
- Core training for each planner position
- Support training for each planner position

The Training Guide will help employees:

- Understand career opportunities available at DLA.
- Understand the core versus supporting requirements.
- Identify training and development activities that support career goals through the Individual Development Planning (IDP) process.

This Training Guide will help supervisors:

- Counsel employees on career opportunities and requirements.
- Participate fully in the IDP process.
- Utilize employees and their skill assets in the most effective way to meet mission requirements.

Who Will Benefit from this Training Guide, Continued

Career development resources

This Training Guide is only one component of DLA's career development program. In addition, DLA offers career services for employees and has in place a number of specific career programs.

- Career Services: Your Customer Support Office Columbus (CSOC) can assist you with information in the following areas:
 - Questions regarding career opportunities and requirements
 - Counseling on career development strategies and approaches
 - Help in identifying specific training or development programs to meet your individual objectives
- Career Development Program Information: The DLA Training Center (DTC) can provide information on formal career programs that develop broad sets of competencies needed for a particular career. You may also check out the DLA HR website at www.hr.dla.mil.

Contents of this Training Guide

This Guide contains information on how to prepare an IDP, identifies core and supporting training for planning positions, and provides information on courses for planners; course titles, course providers, and course descriptions. Appendix A shows an example of an Individual Development Plan. Appendix B lists the SMS Bibliographies and Appendix C shows the SMS Training Sources.

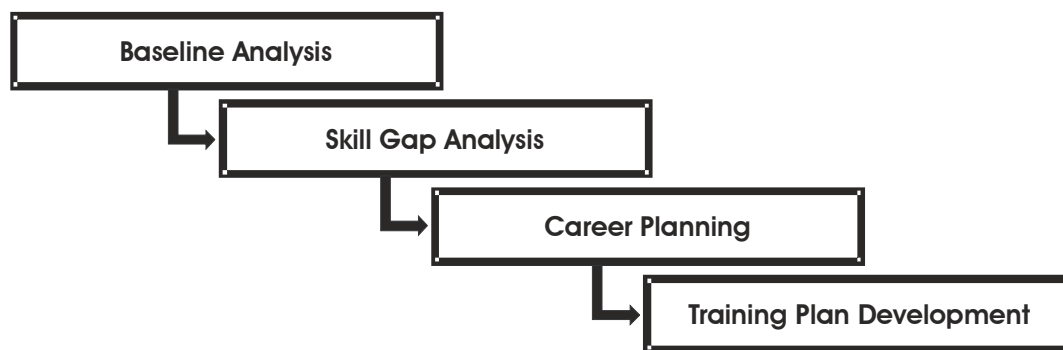
How to Use the Training Guide to Prepare an IDP

Individual Development Plans (IDP)

DLA requires that all permanent civilian employees complete an IDP. The purpose of the IDP is to systematically assess the training needs of each employee and to plan for the completion of needed training. Primary responsibility for the IDP process rests with employees and their immediate supervisors, working together as a team.

Note: IDPs become part of the organization's annual training plans that are used by each activity to plan and manage the overall training program. This step is not reflected in the diagram below.

The IDP process consists of four general steps:



The remainder of this chapter reviews each of these steps in greater detail and provides specific suggestions for using the training Guide to help complete each step.

Note: Your activity will provide additional information on the specific IDP process used by your organization.

Baseline analysis

The purpose of this step is to clearly understand the employee's current capabilities. To complete this step, employees should look back at their career and identify the following:

- *Educational background*—including degrees obtained and academic subjects studied.
- *Training activities*—including classroom courses, self-instructional activities, special assignments or on-the-job training.
- *Experience*—including jobs that have been held, outside activities and special accomplishments.
- *Personal interests*—including jobs or assignments that were especially rewarding.

The above information, taken together, will form a useful profile of an employee's career history and will help employees better understand their skills and interests. Employees should be sure to review this baseline information with their supervisors to get an additional perspective on their particular strengths and overall capabilities.

How to Use the Training Guide to Prepare an IDP, Continued

How the Training Guide can help

The Training Guide is not applicable to this step except to the extent that the framework of career paths, positions, competencies, and training depicted in the Guide may help employees better understand their career history.

Skill gap analysis

The purpose of this step is to clearly identify the skills employees need in order to succeed in their current or planned positions and to compare employee skills against those requirements. The result is an improved understanding of exactly which skills employees need to develop further.

To identify skills required, the employee and supervisor together should review:

- *Position descriptions*—position descriptions identify specific duties and responsibilities, as well as, knowledge and skills required. Compare the employee's baseline of skills and capabilities against the requirements of the position description and identify gaps.
- *Performance standards*—performance standards identify specific outcomes an employee is expected to achieve. Compare these outcomes with the employee's baseline of skills and capabilities and identify gaps.
- *Competencies or required training*—this career Guide identifies competencies and required training for mission support careers. Compare these requirements with the employee's baseline of skills and capabilities and identify gaps.

How the Training Guide can help

As mentioned above, the Training Guide can serve as a useful tool for completing the skill gap analysis. To complete this step using the Training Guide, you should:

- Find your current position in the Training Guide.
- Review the competencies described in the Training Guide for your position and identify those you need to develop further.
- Cross-reference these competencies with the core and supporting training in the Guide and identify courses that will help develop competencies you require. There are many other sources and courses not listed in this Guide that may meet your training needs. When training is needed, check with your local training coordinators or the DTC for information on other recommended sources.

How to Use the Training Guide to Prepare an IDP, Continued

Career planning

The purpose of this step is for employees to define their career goals and develop plans for achieving those goals. The supervisor and employee together should review the employee's aptitudes, interests and current skills, as well as DLA's future business plans and projected requirements. Together, the employee and the supervisor should identify both short-term and long-term goals that match the employee's interests and values and also are in sync with future DLA requirements and corporate values. To conduct career planning, employees and their supervisors should consider the following:

- *Current skills and capabilities*—what are the employee's current skills and capabilities and how do they relate to career goals? Go back to the baseline analysis to help understand current skills and capabilities.
- *Short-term goals*—what are the employee's immediate career objectives over the next 3–5 years? What are the competencies the employee needs to perform in the current position?
- *Long-term goals*—what are the employee's long-term career objectives beyond the next 5 years?
- *Personal values*—what are the employee's personal interests, aptitudes and values, and how do they relate to career goals? Go back to the baseline analysis to help understand personal values.
- *DLA career requirements*—what are DLA's current career requirements and how will those requirements be changing in future years? Use the Training Guide to better understand DLA's requirements.
- *Practical constraints*—what barriers will need to be overcome to achieve career goals? Use the Training Guide to better understand possible barriers.

After answering these questions, employees and their supervisors should be able to construct an attainable career plan, covering a multi-year timeframe.

How the Training Guide can help

As mentioned above, the Training Guide can serve as a useful tool for completing career planning. To complete this step using the Training Guide, you should:

- Find your current position in the Guide.
- Look at other planning positions in the Guide.
- Determine the direction you would like to take in your career.
- Compare the competencies and training required by other positions that match your career goals and identify long-term training that will support your goals.

Training and education may not be enough to qualify you for the career and grade level you have chosen as your career goal. Check with the DTC for further information on these requirements.

How to Use the Training Guide to Prepare an IDP, Continued

Completing the IDP form

The purpose of this step is to prepare an IDP that helps address the skill gaps and career goals identified earlier in steps two and three.

The IDP form used by your activity will require specific information. At a minimum, you should identify the following:

- *Developmental objectives*—what are the specific developmental objectives you seek to achieve through your IDP? Objectives should be specific and clearly defined. They may include competencies you need to develop or tasks you need to perform.
- *Developmental activities*—what training or other developmental activities do you plan to complete in order to achieve these objectives? In addition to formal classroom training, consider other developmental activities such as new work assignments or special projects, structured on-the-job training, coaching and mentoring, shadowing assignments or self-instructional activities.

How the Training Guide can help you

The Training Guide provides extensive information on training courses and other developmental activities that may be appropriate for inclusion in your IDP.

Competencies and Training

Introduction

This section provides specific information on the competencies required for each strategic planning position; core and supporting training that match the competencies, and various sources that provide training for those competencies. Competencies include both knowledge and skills required by each planning position.

Core vs. supporting training

“Core” training is training identified as basic to all strategic planning positions. It may have application to a variety of positions and projects and provides a foundation for performing planning functions.

“Supporting” training is training that applies more directly to specific positions and planning functions. This training will be applicable to an employee depending on the specific position, projects, and functions the employee is assigned.

Also identified in this section are competencies considered to be “job prerequisites.” This list is not all-inclusive, but rather represents basic knowledge and skills that might be reasonably expected to be found in employees applying for strategic planning positions. These competencies may be considered for use in identifying selection factors prior to hiring an employee into a strategic planning position.

Job prerequisites

There were also several competencies identified as desirable for prerequisite job skills. These may be considered when establishing selection factors prior to hiring Agency planners. These competencies are as follows:

- Research skills
- Data collection
- Analytical processes and tools
- Mathematics (basic statistics, operations analysis techniques)
- Basic computer skills (includes word processing, spreadsheets, databases)
- Problem solving skills
- Basic oral and written communication skills
- Interpersonal skills

Competencies and Training, Continued

Target audience

As mentioned in the Introduction of this Guide, five types of DLA positions have been identified as the primary audience for this Training Guide. The following are brief descriptions of these positions.

- HQ corporate planning employees—HQ DLA employees responsible for the overall DLA Strategic Plan, Business Plan, and Balanced Scorecard.
- HQ functional planners—HQ DLA employees responsible for their functional portions of the DLA Strategic Plan, Business Plan, and Balanced Scorecard.
- Field activity planners—the employees in the field responsible for the Activity Strategic Plan, Business Plan, and Balanced Scorecard.
- Journeyman planners—Field activity planners at the GS-11 level and above.
- New planners—Field activity planners at the GS-7 and GS-9 levels.

As you look at your position, determine which of the above positions apply to your specific situation (more than one may apply).

Competencies

Planning has been divided into four areas for the purpose of categorizing competencies. They are:

- Prepare and develop
- Manage planning and reporting
- Communication/Marketing
- General

Competencies and Training, Continued

DLA planners

The following chart identifies the core competencies for all DLA planners. These competencies (including knowledge and skills) cover all four areas of planning.

DLA Planners			
Formal Core Competencies	Learning Objectives	Course	Source
Analytical writing skills	Establish a logical framework and arguments.	<i>Clear Writing Through Critical Thinking</i>	USDA
	Describe relationships using charts, tables and graphs.	<i>Report Writing</i>	
	Prepare a technical report document.		
Balanced Scorecard (BSC) methodology	Understand terms and techniques for building a scorecard.	<i>Building and Implementing A Public-Sector Balanced Scorecard</i>	Balanced Scorecard Institute
	Identify customer, business process, internal development and financial metrics that support corporate strategy.	<i>Improve Public Sector Results With a Balanced Scorecard: Nine Steps to Success</i>	
		<i>Using the Balanced Scorecard</i>	Michigan State University
		<i>Building a Strategy Focused Organization</i>	Balanced Scorecard Collaborative
Business Performance measurement	Analyze business process or program logic to identify appropriate measures.	<i>Strategic Planning</i>	Management Concepts
	Collect, aggregate, analyze and report business performance data.	<i>Improving Performance and Financial Accountability in the Public and Nonprofit Sectors</i>	University of Pittsburgh
	Statistically interpret results.	<i>Course 381 Business Process Re-engineering</i>	Learning Tree International
	Determine the benefits and effectiveness of programs and projects.	<i>Introduction to Program Evaluation</i>	USDA
Conduct benchmarking	Design and conduct a benchmarking study.	<i>Management Analysis: Data Gathering</i>	USDA
	Select and analyze best practices.	<i>Auditing Performance: A Benchmarking Approach</i>	
		<i>Benchmarking: Practical Applications</i>	Management Concepts

Competencies and Training, Continued

DLA planners, continued

Formal Core Competencies	Learning Objectives	Course	Source
DoD/DLA financial management processes	Understand common budget terms and use them appropriately.	<i>Federal Budgeting for Non-Budgeting Personnel</i>	USDA
	Identify key characteristics of budget.	<i>Introduction to Financial Management</i>	
	Develop and present options for allocating resources on complex operating environment.	<i>Federal Budgetary Policies & Processes Seminar</i>	OPM
Formal presentation skills	Design briefings using Microsoft Office Suite.	<i>Briefing Techniques</i>	USDA
	Demonstrate effective briefing skills.	<i>Advanced Briefing Techniques</i>	
Measurement techniques (e.g. Statistical Process Control, 6 Sigma, Total Quality Management, self assessment)	Perform SPC on selected performance data.	<i>Statistical Process Control</i>	American Society for Quality
	Conduct assessment of organizational business processes using a structured assessment framework.	<i>Black Belt/Quality Engineering</i>	
		<i>Statistics</i>	
Planning process	Understand strategic planning models and processes (SMS One book—OJT).	<i>Strategic Planning Companies</i>	Management Concepts
		<i>Simplified Strategic Planning for Small to Mid-Sized Companies</i>	Michigan State University
	Design and conduct strategic planning meetings.	<i>Strategic Planning for Government Organizations</i>	USDA
		<i>Management Analysis: Planning</i>	
	Develop organization strategies and objectives.	<i>Strategic Planning for Government Organizations</i>	
		<i>Strategic Planning: Process for Formulating Winning Strategies</i>	American Management Association (AMA)

Competencies and Training, Continued

DLA planners, continued

Formal Core Competencies	Learning Objectives	Course	Source
Project management	Use formal project management techniques in planning/managing programs.	<i>Project Management Certificate Program</i>	Management Concepts
		<i>Online Project Management Certificate</i>	
	Lead a project management team.	<i>The Modern Program Manager</i>	USDA
		<i>Project Management</i>	
	Establish processes for managing project, cost, schedule, and performance.	<i>Fundamentals of Business Financial Management</i>	DAU
		<i>Economic Analysis</i>	
	Within the context of a business plan, define potential new products, markets, and customers, considering competition and required resources.	<i>Researching and Writing the Business Plan</i>	UMich Bus School
		<i>Business Plan Preparation</i>	Univ. of Colorado
	Develop action plans and milestones necessary to execute the proposal.	<i>Business Research Methods/Business Plans</i>	W. Howard Taft Univ.
		<i>Business Plans</i>	

Competencies and Training, Continued

Headquarters DLA—corporate planners

The following chart identifies supporting competencies and the associated training for Headquarters DLA corporate planners.

Headquarters DLA Corporate Planners			
Formal Supporting Competencies	Learning Objectives	Course	Source
5 USC 306/10 USC 118 QDR	Understand the GPRA Act of 1993 and the application to the Strategic Planning Concept.	<i>Government Performance and Results Act Basic</i>	AMEC
Agency operations, logistics, supply chain management	Understand DLA operations and supply chain management to include the primary logistics functions performed by all organizations.	<i>DLA Supply Management Overview</i>	DTC
		<i>DLA Today</i>	
Awareness of political and economic considerations	Create an awareness of the current administration defense economics and administrative to include DOD's values, strategies and budget climate.		
Competitive sourcing processes	Comprehend the statutory and regulatory requirements associated with competitive sourcing.	<i>Contracting Overview</i>	DTC
		<i>Market Research/Statement of Work</i>	
Conduct collaboration with customers	Utilize the practical application of communication tools and techniques to conduct collaboration with customers.	<i>Effective Communication with Customers</i>	USDA
Develop marketing programs for plan products	Develop the fundamental tools for incorporating marketing concepts to communicate SMS.	<i>Develop the Integrated Marketing /Business Plan</i>	USDA
Develop business scenarios for use in plan preparation	Develop the ability to perform alternative forecasting.	<i>Developing and Using Scenarios</i>	Global Business Network
Develop plans and reports	Format and write plans and reports according to the needs of the readers.	<i>Report Writing</i>	USDA
	Develop Briefings.		
Facilitate leadership discussions	Comprehend and apply facilitation techniques.	<i>Effective Facilitator</i>	AMA
		<i>Facilitator Workshop (TDEV812OD-C38)</i>	USDA
	Conduct electronic meetings.	<i>Meetingworks Training</i>	Meetingworks
		<i>Group Systems Fundamental Skills</i>	Group Systems

Competencies and Training, Continued

Headquarters DLA corporate planners, continued

Formal Supporting Competencies	Learning Objectives	Course	Source
Formal business case development	Prepare business case analysis to compete in the agencies' POM process. Develop capitol investment justification.	<i>Developing and Using Scenarios</i>	Global Business Network (GBN)
Human capitol planning	Comprehend human capitol concept and planning.	<i>Federal Human Resources Management</i> <i>Maximizing Human Capital</i> <i>Strategic Management of Human Capital</i>	OPM
Identify causal relationships between Strategic Plan, BSC, and Business Plan	Define the cause-effect relationships among measures and strategy.	<i>Performance Measurement and Budgeting</i> <i>Budget and Performance Integration</i>	USDA Western Management Development Center
Marketing techniques	Identify various marketing techniques to be used to implement SMS products.	<i>Developing the Integrated Marketing/Business Plan</i>	USDA
Perform environmental assessment	Assess the external environment and compare to internal capabilities of the agency.		
Data collection and analysis	Perform design, administration, and analysis of surveys and associated techniques and interviews. Prepare forecasts. Design Data Calls.	<i>Data Collection Techniques</i> <i>Data Collection and Analysis</i> <i>Management Analysis: Data Gathering</i>	Management Concepts USDA
Performance management	Set team and individual performance expectations and measures. Relate individual performance to organizational objectives.	<i>Introduction to Performance Management</i>	SQL Power
Process improvement	Evaluate the effectiveness and efficiency of processes and programs. Redesign work flow and structure.	<i>Conducting Performance Audits</i>	USDA

Competencies and Training, Continued

Headquarters DLA corporate planners, continued

Formal Supporting Competencies	Learning Objectives	Course	Source
Team leadership and membership	Apply leadership techniques appropriate to managing work teams. Participate meaningfully in group projects and project teams.	<i>Leading Teams and Groups</i>	USDA

Competencies and Training, Continued

Headquarters DLA—corporate planners, continued

<i>Headquarters DLA Corporate Planners</i>
On-the-Job Training Competencies
5 USC 306/10 USC 118 QDR
Agency operations, logistics, supply chain management
Approve plans at HQ and Field Activities
BSC Executive Board (BSCEB) monthly review
BSC updates and reports
Conduct major strategic review every 4 years
Coordinate plans/staff coordination
Create strategy point paper
Create templates and formats
Current DoD/DLA measures
Data gathering
DoD management assessment process (e.g. CSART, biennial review, GAO audit, high risk, DoD IG, Congressional inquiries)
DoD/DLA financial planning processes
Fill in BSC templates
Fill in Business Plan Templates
Human capital planning
Identify causal relationships between Strategic Plan, BSC, and Business Plan
Identify proper strategy owner
Identify strategic issues, agree upon strategies, establish Agency goals and objectives
Management control processes and systems
Plan execution
POM an initiative
Prepare DLA Business Plan reports
Review strategic DoD guidance and make decisions
Staff coordination

Competencies and Training, Continued

Headquarters DLA—functional planners

The following chart identifies supporting competencies and the associated training for DLA Headquarters functional planners.

Headquarters DLA Functional Planners			
Formal Supporting Competencies	Learning Objectives	Course	Source
5 USC 306/10 USC 118 QDR	Understand the GPRA Act of 1993 and the application to the Strategic Planning Concept.	<i>Government Performance and Results Act Basic</i>	AMEC
Agency operations, logistics, supply chain management	Understand DLA operations and supply chain management to include the primary logistics functions performed by all organizations.	<i>DLA Supply Management Overview</i>	DTC
		<i>DLA Today</i>	
Awareness of political and economic considerations	Create an awareness of the current administration defense economics and administrative to include DoD's values, strategies and budget climate.		
Competitive sourcing processes	Comprehend the statutory and regulatory requirements associated with competitive sourcing.	<i>Contracting Overview</i>	DTC
		<i>Market Research/Statement of Work</i>	
Conduct collaboration with customers	Utilize the practical application of communication tools and techniques to conduct collaboration with customers.	<i>Effective Communication with Customers</i>	USDA
Data management/ data administration/ data mining	Analyze data to create corporate asset to produce good information as basis for better decision-making. Understand integrating methodology [information engineering (IE)]. Utilize data mining tools to uncover problems that can obtain knowledge to predict business behavior.	<i>Systems Analysis and Design</i>	Saint Leo University
		<i>Database Concepts</i>	Saint Leo University/ Central Michigan University
		<i>Database Design and Administration for Workgroups</i>	Productivity Point
Develop business scenarios for use in plan preparation	Develop the ability to perform alternative forecasting.	<i>Developing and Using Scenarios</i>	Global Business Network
Develop measures	Identify the most effective performance indicator to achieve the desired outcome.	<i>Introduction to Performance Management</i>	SQL Power
		<i>Performance Measurement Basics for Auditors</i>	USDA

Competencies and Training, Continued

Headquarters DLA functional planners, continued

Formal Supporting Competencies	Learning Objectives	Course	Source
Develop plans and reports	Format and write plans and reports according to the needs of the readers. Develop briefings.	<i>Report Writing</i>	USDA
Facilitate leadership discussions	Comprehend and apply facilitation techniques. Conduct electronic meetings.	<i>Effective Facilitator</i>	AMA
		<i>Facilitator Workshop (TDEV812OD-C38)</i>	USDA
		<i>Meetingworks Training</i>	Meetingworks
		<i>Group Systems Fundamental Skills</i>	Group Systems
Formal business case development	Prepare business case analysis to compete in the agencies' POM process. Develop capitol investment justification.	<i>Developing and using Scenarios</i>	Global Business Network (GBN)
Human capitol planning	Comprehend human capitol concept and planning.	<i>Federal Human Resources Management</i>	OPM
		<i>Maximizing Human Capital</i>	
		<i>Strategic Management of Human Capital</i>	
Identify causal relationships between Strategic Plan, BSC, and Business Plan	Define the cause-effect relationships among measures and strategy.	<i>Performance Measurement and Budgeting</i>	USDA
		<i>Budget and Performance Integration</i>	Western Management Development Center
Marketing techniques	Identify various marketing techniques to be used to implement SMS products.	<i>Developing the Integrated Marketing /Business Plan</i>	USDA
Perform environmental assessment	Assess the external environment and compare to internal capabilities of the agency.		
Data collection and analysis	Perform design, administration, and analysis of surveys and associated techniques and interviews. Prepare forecasts. Design Data Calls.	<i>Data Collection Techniques</i>	Management Concepts
		<i>Data Collection and Analysis</i>	USDA
		<i>Management Analysis: Data Gathering</i>	

Competencies and Training, Continued

Headquarters DLA functional planners, continued

Formal Supporting Competencies	Learning Objectives	Course	Source
Performance management	Set team and individual performance expectations and measures. Relate individual performance to organizational objectives.	<i>Introduction to Performance Management</i>	SQL Review
Process improvement	Evaluate the effectiveness and efficiency of processes and programs. Redesign work flow and structure.	<i>Conducting Performance Audits</i>	USDA
Team leadership and membership	Apply leadership techniques appropriate to managing work teams. Participate meaningfully in group projects and project teams.	<i>Leading Teams and Groups</i>	USDA

Competencies and Training, Continued

Headquarters DLA—functional planners, continued

<i>DLA Headquarters Functional Planners</i>
On-the-Job Training Competencies
5 USC 306/10 USC 118 QDR
Agency operations, logistics, supply chain management
BSC Executive Board (BSCEB) monthly review
BSC updates and reports
Coordinate plans/staff coordination
Create strategy point paper
Create templates and formats
Current DoD/DLA measures
Data gathering
Data maintenance/management
DoD management assessment process (e.g. CSART, biennial review, GAO audit, high risk, DoD IG, Congressional inquiries)
DoD/DLA financial planning processes
Fill in BSC templates
Fill in Business Plan templates
Human capital planning
Identify causal relationships between Strategic Plan, BSC, and Business Plan
Identify proper strategy owner
Identify strategic issues, agree upon strategies, establish Agency goals and objectives
Maintain records of Strategic Plan, BSC, Business Plans
Management control processes and systems
Plan execution
POM an initiative
Prepare DLA Business Plan reports
Review progress on plan objectives and measures
Staff coordination

Competencies and Training, Continued

DLA Field Activity planners

The following chart identifies supporting competencies and the associated training for DLA Field Activity planners.

DLA Field Activity Planners			
Formal Supporting Competencies	Learning Objectives	Course	Source
5 USC 306/10 USC 118 QDR	Understand the GPRA Act of 1993 and the application to the Strategic Planning Concept.	<i>Government Performance and Results Act Basic</i>	AMEC
Agency operations, logistics, supply chain management	Understand DLA operations and supply chain management to include the primary logistics functions performed by all organizations.	<i>DLA Supply Management Overview</i>	DTC
		<i>DLA Today</i>	
Awareness of political and economic considerations	Create an awareness of the current administration defense economics and administrative to include DOD's values, strategies and budget climate.		
Competitive sourcing processes	Comprehend the statutory and regulatory requirements associated with competitive sourcing.	<i>Contracting Overview</i>	DTC
		<i>Market Research/ Statement of Work</i>	
Conduct collaboration with customers	Utilize the practical application of communication tools and techniques to conduct collaboration with customers.	<i>Effective Communication with Customers</i>	USDA
Data management/ data administration/ data mining	Analyze data to create corporate asset to produce good information as basis for better decision-making.	<i>Systems Analysis and Design</i>	Saint Leo University
	Understand integrating methodology [information engineering (IE)].	<i>Database Concepts</i>	Saint Leo University/ Central Michigan University
	Utilize data mining tools to uncover problems that can obtain knowledge to predict business behavior.	<i>Database Design and Administration for Workgroups</i>	Productivity Point
Develop marketing programs for plan products	Develop the fundamental tools for incorporating marketing concepts to communicate SMS.	<i>Develop the Integrated Marketing/Business Plan</i>	USDA
Develop business scenarios for use in plan preparation	Develop the ability to perform alternative forecasting.	<i>Developing and Using Scenarios</i>	Global Business Network

Competencies and Training, Continued

DLA Field Activity planners, continued

Formal Supporting Competencies	Learning Objectives	Course	Source
Develop measures	Identify the most effective performance indicator to achieve the desired outcome.	<i>Introduction to Performance Management</i>	SQL Power
		<i>Performance Measurement Basics for Auditors</i>	USDA
Develop plans and reports	Format and write plans and reports according to the needs of the readers.	<i>Report Writing</i>	USDA
	Develop briefings.		
Facilitate leadership discussions	Comprehend and apply facilitation techniques.	<i>Effective Facilitator</i>	AMA
		<i>Facilitator Workshop (TDEV812OD-C38)</i>	USDA
	Conduct electronic meetings.	<i>Meetingworks Training</i>	Meetingworks
		<i>Group Systems Fundamental Skills</i>	Group systems
Formal business case development	Prepare business case analysis to compete in the agencies' POM process.	<i>Developing and using Scenarios</i>	Global Business Network (GBN)
	Develop capitol investment justification.		
Human capitol planning	Comprehend human capitol concept and planning.	<i>Federal Human Resources Management</i>	OPM
		<i>Maximizing Human Capital</i>	
		<i>Strategic Management of Human Capital</i>	
Identify causal relationships between Strategic Plan, BSC, and Business Plan	Define the cause-effect relationships among measures and strategy.	<i>Performance Measurement and Budgeting</i>	USDA
		<i>Budget and Performance Integration</i>	Western Management Development Center
Marketing techniques	Identify various marketing techniques to be used to implement SMS products.	<i>Developing the Integrated Marketing /Business Plan</i>	USDA
Perform environmental assessment	Assess the external environment and compare to internal capabilities of the agency.		

Competencies and Training, Continued

DLA Field Activity planners, continued

Formal Supporting Competencies	Learning Objectives	Course	Source
Data collection and analysis	Perform design, administration, and analysis of surveys and associated techniques and interviews. Prepare forecasts. Design Data Calls.	<i>Data Collection Techniques</i>	Management Concepts
		<i>Data Collection and Analysis</i>	USDA
		<i>Management Analysis: Data Gathering</i>	
Performance management	Set team and individual performance expectations and measures. Relate individual performance to organizational objectives.	<i>Introduction to Performance Management</i>	SQL Power
Process improvement	Evaluate the effectiveness and efficiency of processes and programs. Redesign work flow and structure.	<i>Conducting Performance Audits</i>	USDA

Competencies and Training, Continued

DLA Field Activity planners, continued

<i>DLA Field Activity Planners</i>
On-the-Job Training Competencies
5 USC 306/10 USC 118 QDR
Agency operations, logistics, supply chain management
BSC Executive Board (BSCEB) monthly review
BSC updates and reports
Coordinate plans/staff coordination
Current DoD/DLA measures
Data gathering
Data maintenance/management
DoD management assessment process (e.g. CSART, biennial review, GAO audit, high risk, DoD IG, Congressional inquiries)
DoD/DLA financial planning processes
Human capital planning
Identify proper strategy owner
Maintain records of Strategic Plan, BSC, Business Plans
Management control processes and systems
Plan execution
Review progress on plan objectives and measures
Staff coordination

Competencies and Training, Continued

DLA journeyman planners

The following chart identifies supporting competencies and the associated training for DLA journeyman planners.

DLA Journeyman Planners			
Formal Supporting Competencies	Learning Objectives	Course	Source
5 USC 306/10 USC 118 QDR	Understand the GPRA Act of 1993 and the application to the Strategic Planning Concept.	<i>Government Performance and Results Act Basic</i>	AMEC
Agency operations, logistics, supply chain management	Understand DLA operations and supply chain management to include the primary logistics functions performed by all organizations.	<i>DLA Supply Management Overview</i>	DTC
		<i>DLA Today</i>	
Awareness of political and economic considerations	Create an awareness of the current administration defense economics and administrative to include DOD's values, strategies and budget climate.		
Competitive sourcing processes	Comprehend the statutory and regulatory requirements associated with competitive sourcing.	<i>Contracting Overview</i>	DTC
		<i>Market Research/Statement of Work</i>	
Conduct collaboration with customers	Utilize the practical application of communication tools and techniques to conduct collaboration with customers.	<i>Effective Communication with Customers</i>	USDA
Data management/ data administration/ data mining	Analyze data to create corporate asset to produce good information as basis for better decision-making.	<i>Systems Analysis and Design</i>	Saint Leo University
	Understand integrating methodology [information engineering (IE)].	<i>Database Concepts</i>	Saint Leo University/ Central Michigan University
	Utilize data mining tools to uncover problems that can obtain knowledge to predict business behavior.	<i>Database Design and Administration for Workgroups</i>	Productivity Point
Develop marketing programs for plan products	Develop the fundamental tools for incorporating marketing concepts to communicate SMS.	<i>Develop the Integrated Marketing/Business Plan</i>	USDA
Develop measures	Identify the most effective performance indicator to achieve the desired outcome.	<i>Introduction of Performance Management</i>	SQL Power
		<i>Performance Measurement Basics for Auditors</i>	USDA

Competencies and Training, Continued

DLA journeyman planners, continued

Formal Supporting Competencies	Learning Objectives	Course	Source
Human capital planning	Comprehend human capital concept and planning.		
Identify causal relationships between Strategic Plan, BSC, and Business Plan	Define the cause-effect relationships among measures and strategy.	<i>Performance Measurement and Budgeting</i>	USDA
		<i>Budget and Performance Integration</i>	Western Management Development Center
Marketing techniques	Identify various marketing techniques to be used to implement SMS products.	<i>Developing the Integrated Marketing/Business Plan</i>	USDA
Perform environmental assessment	Assess the external environment and compare to internal capabilities of the agency.		
Data collection and analysis	Perform design, administration, and analysis of surveys and associated techniques and interviews. Prepare forecasts. Design Data Calls.	<i>Data Collection Techniques</i>	Management Concepts
		<i>Data Collection and Analysis</i>	USDA
		<i>Management Analysis: Data Gathering</i>	
Performance management	Set team and individual performance expectations and measures. Relate individual performance to organizational objectives.	<i>Introduction to Performance Management</i>	SQL Power
Process improvement	Evaluate the effectiveness and efficiency of processes and programs. Redesign work flow and structure.	<i>Conducting Performance Audits</i>	USDA
Team leadership and membership	Apply leadership techniques appropriate to managing work teams. Participate meaningfully in group projects and project teams.	<i>Leading Teams and Groups</i>	USDA

Competencies and Training, Continued

DLA journeyman planners, continued

<i>DLA Journeyman Planners</i>
On-the-job Training Competencies
5 USC 306/10 USC 118 QDR
Agency operations, logistics, supply chain management
BSC Executive Board (BSCEB) monthly review
BSC updates and reports
Coordinate plans/staff coordination
Current DoD/DLA measures
Data gathering
Data maintenance/management
DoD management assessment process (e.g. CSART, biennial review, GAO audit, high risk, DoD IG, Congressional inquiries)
DoD/DLA financial planning processes
Human capital planning
Identify causal relationships between Strategic Plan, BSC, and Business Plan
Maintain records of Strategic Plan, BSC, Business Plans
Management control processes and systems
Plan execution
Review progress on plan objectives and measures
Staff coordination

Competencies and Training, Continued

New DLA planners

The following chart identifies supporting competencies and the associated training for new DLA planners.

New DLA Planners			
Formal Supporting Competencies	Learning Objectives	Course	Source
5 USC 306/10 USC 118 QDR	Understand the GPRA Act of 1993 and the application to the Strategic Planning Concept.	<i>Government Performance and Results Act Basic</i>	AMEC
Agency operations, logistics, supply chain management	Understand DLA operations and supply chain management to include the primary logistics functions performed by all organizations.	<i>DLA Supply Management Overview</i>	DTC
		<i>DLA Today</i>	
Competitive sourcing processes	Comprehend the statutory and regulatory requirements associated with competitive sourcing.	<i>Contracting Overview</i>	DTC
		<i>Market Research/ Statement of Work</i>	
Conduct collaboration with customers	Utilize the practical application of communication tools and techniques to conduct collaboration with customers.	<i>Effective Communication with Customers</i>	USDA
Data management/ data administration/ data mining	Analyze data to create corporate asset to produce good information as basis for better decision-making.	<i>Systems Analysis and Design</i>	Saint Leo University
	Understand integrating methodology [information engineering (IE)].	<i>Database Concepts</i>	Saint Leo University/ Central Michigan University
	Utilize data mining tools to uncover problems can that obtain knowledge to predict business behavior.	<i>Database Design and Administration for Workgroups</i>	Productivity Point
Develop marketing programs for plan products	Develop the fundamental tools for incorporating marketing concepts to communicate SMS.	<i>Develop the Integrated Marketing/Business Plan</i>	USDA
Human capitol planning	Comprehend human capitol concept and planning.	<i>Federal Human Resources Management</i>	OPM
		<i>Maximizing Human Capital</i>	
		<i>Strategic Management of Human Capital</i>	
Marketing techniques	Identify various marketing techniques to be used to implement SMS products.	<i>Developing the Integrated Marketing/ Business Plan</i>	USDA

Competencies and Training, Continued

New DLA planners, continued

Formal Supporting Competencies	Learning Objectives	Course	Source
Performance management	Set team and individual performance expectations and measures. Relate individual performance to organizational objectives.	<i>Introduction to Performance Management</i>	SQL Power
Process improvement	Evaluate the effectiveness and efficiency of processes and programs. Redesign work flow and structure.	<i>Conducting Performance Audits</i>	USDA
Team leadership and membership	Apply leadership techniques appropriate to managing work teams. Participate meaningfully in group projects and project teams.	<i>Leading Teams and Groups</i>	USDA

Competencies and Training, Continued

New DLA planners, continued

<i>New DLA Planner</i>
On-the-job Training Competencies
5 USC 306/10 USC 118 QDR
Agency operations, logistics, supply chain management
Coordinate plans/staff coordination
Current DoD/DLA measures
Data gathering
Data maintenance/management
DoD management assessment process (e.g. CSART, biennial review, GAO audit, high risk, DoD IG, Congressional inquiries)
DoD/DLA financial planning processes
Human capital planning
Maintain records of Strategic Plan, BSC, Business Plans
Management control processes and systems
Plan execution
Review progress on plan objectives and measures
Staff coordination

Appendix A

INDIVIDUAL DEVELOPMENT PLAN (Example)

Employee Name: Strategy Sam

Org. Code: DSCR

Title/Grade: Program Analyst GS-12

Supervisor: Bob S. Card

Long Term Career Goals: GS 14 HQ Strategic Planner

Short Term Career Goals: Complete first plan

Special Career or Work-related Interests: Statistics

Complete the table below by listing those courses or other developmental opportunities that are to be completed in the next 1–3 years.

Course/Assignment	Source	Core	Supporting	Professional Enhancement
Year 1				
Strategic Planning	Management Concepts	X		
Project Management	USDA	X		
Clear Writing Through Critical Thinking	USDA	X		
Building a Strategy Focused Organization	Balanced Scorecard Collaborative	X		
Briefing Techniques	USDA	X		
Attend DLA Directors R&A	OJT			X
Prepare DSCR scorecard submission	OJT			X
Year 2				
Building and Implementing a Public-Sector Balanced Scorecard	Balanced Scorecard Institute	X		
Federal Budgetary Policies and Processes	OPM	X		
Business Case Analysis			X	
Brief DCSR manager on SMS process	OJT			X
Year 3				
Performance Measurement and Budgeting	USDA		X	
Data Collection and Analysis	USDA		X	
Statistics Using Excel	Management Concepts			X
Strategic Planning Conference				X

Employee's Signature

Date

Supervisor's Signature

Date

Appendix B

SMS Bibliography

References and Publications

Agencies' Strategic Plans under GPRA: Key Questions to Facilitate Congressional Review. Executive Guide, (GAO/GGD-10.1.16, May 1997)

Bryson, John M. Strategic Planning for Public and Nonprofit Corporations. Jossey-Bass, 1995

Chelmsky, E. and W.R. Shadish. Evaluation for the 21st Century: A Handbook. Newbury Park, CA: Sage, 1997

Effectively Implementing the Government Performance and Results Act. Executive Guide, (GAO/GGD-96-118, June 1996)

Fogg, C. Davis. Team-Based Strategic Planning. American Management Association, 1994

Human Capital: A Self-Assessment Checklist for Agency Leaders. Executive Guide, (GAO/GGD-99-179, September, 1999)

Kaplan, Robert S, and David P. Norton. The Balanced Scorecard. Harvard Business School Press, 1996

Leading Practices in Capital Decision-Making. Executive Guide, (GAO/AIMD-99-32, December, 1998)

Patton, M. Q. Qualitative Evaluation and Research Methods. 2nd Ed. Newbury Park, CA: Sage, 1990

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Rob and Coronel. Database Systems Design, Implementation and Management. Course Technology, 2002

Rossi, P. H., H.E. Freeman, and M.W. Lipsey. Evaluation: A Systematic Approach. 6th Ed. Newbury Park, CA: Sage, 1999

Steiner, George. Strategic Planning. Touchstone Books, 1997

Wholey, J.S., H. P. Hatry, and K. Newcomer, eds., Handbook of Practical Program Evaluation. Jossey-Bass, 1994

Report to the Chairman, Subcommittee on Defense, Committee on Appropriations, House of Representatives—Defense Inventory, United States General Accounting Office, GAO-03-709, August 2003

Appendix B

SMS Bibliography, Continued

Web References

Government Performance and Results Act, www.conginst.org/resultsact/index.html

National Security Strategy, www.cdi.org/national-security-strategy/washington.cfm

National Security Strategy of the United States of America, September 2002,
www.whitehouse.gov/nsc/nss.pdf

Quadrennial Defense Review Report, September 2001, www.defenselink.mil/pubs/qdr2001.pdf

Other References

General Accounting Office reports on Human Capital Planning

Appendix C

SMS Training Sources

Advanced Management Engineering Center

Web address: www.syncorp.com/amec/

Phone: 563-322-3418

American Management Association

Web address: www.amanet.org

Phone: 212-586-8100

Balanced Scorecard Collaborative

Web address: www.bscol.com

Phone: 781-259-3737

Balanced Scorecard Institute

Web address: www.balancedscorecard.org

Florida State University

Web address: www.fsu.edu

Phone: 850-644-2525

Global Business Network (GBN)

Web address: www.gbn.org

Phone: 510-547-6822

Group Systems

Web Address: www.groupsystems.com

Phone: 800-368-6338

Learning Tree International

Web address: www.learningtree.com

Phone: 800-THE-TREE

Management Concepts

Web Address: www.managementconcepts.com

Phone: 703-790-9595

Meetingworks

Web address: www.meetingworks.com

Phone: 206-467-1234

Michigan State University Executive Development Programs

Web address: www.bus.msu.edu/execed/

Phone: 517-353-8711

Appendix C

SMS Training Sources, Continued

National Defense University: Information Resources Management College

Web address: www.ndu.edu/irmc/

Phone: 202–685–2097

University of Pittsburgh: Graduate School of Public and International Affairs

Web address: www.gspia.pitt.edu/

Phone: 412–648–7640

OPM Management Development Center

Web address: www.leadership.opm.gov

Phone: 888–676–9632

USDA Graduate School

Web address: www.grad.usda.gov

Phone: 888–744–4723

U. S. Foundation for Performance Measurement

Web address: www.netmain.com/usfpm/

Phone: 919–859–0084

Wharton School of the University of Pennsylvania

Web address: www.wharton.upenn.edu

Phone: 215–898–5000

American Society for Quality (ASQ)

Web address: www.asq.org/ed

SQL Power

Web address: www.sqlpower.ca